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ABSTRACT

The introduction to this annotated bibliography analyzes the development of adventure education, describes the search procedure utilized to generate the citations, and makes recommendations regarding the need for a valid, reliable, and accepted instrument to measure self-concept change in adventure programs. Adventure education is defined as "those programs and experiences in which elements of high excitement and controlled risk are inherent". Self concept is defined as "those feelings, attitudes and perceptions about oneself that, as a whole are a large determining force in the direction one's life will follow". Divided into two major sections, this document includes annotated citations which have been screened for relevance to self concept and 150 non-annotated citations listing all the literature retrieved or located on the topic of adventure education excluding the literature listed in the annotated section. The annotated section is divided into 5 subsections as follows: journals, periodicals, and magazines (28 citations); studies, dissertations, and theses (34 citations); books (7 citations); ERIC studies (10 studies from Educational Resources Information Center); and miscellaneous reports, catalogs, papers, etc. (13 citations). Although there are some citations from the 50's, most of the material here was written in the 60's and 70's. (JC)

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ADVENTURE EDUCATION AND SELF CONCEPT

an annotated bibliography

with appendix

RC 010784

Rec. 649
Dr. Charles A Lewis Jr.
Dec. 7, 1976
PREPARED BY: Bruce E. Matthews

Broad Topic: Outdoor Education and Attitudinal Change

Specific Topic: Adventure Education and Self Concept Change

Definitions: Adventure Education may be defined as those programs and experiences in which elements of high excitement and controlled risk are inherent.

Self concept may be defined as those feelings, attitudes and perceptions about oneself that, as a whole are a large determining force in the direction one's life will follow.

Scope: The scope of this topic has proven to be a challenge, not because of the preponderance of literature available dealing with self concept change as a result of adventure programs, but because of the tremendous amount of literature available on adventure education itself. In most cases, the titles of the individual pieces gave little clue as to whether self concept change was in fact a consideration within. Consequently all of the adventure education materials located in this research had to be retrieved and examined in order to determine whether or not self concept change was considered.

As a result, there are two sections in this bibliography. The first is the annotated section, dealing with the specfic topic of self concept change in adventure programs. The appended section is a general listing of all literature retrieved or located on the topic of adventure education, excluding literature listed in the previous section. It was felt that, since this material had been located, it could perhaps provide a contribution to the field if it was available in bibliographic form.

Limitations: Only bibliographic literature available in the SUC Cortland library was utilized to locate possible sources. Exam-

ination of these sources was limited to the holdings available at Cortland and Cornell.

It is certain that greater access to British educational literature would yield more information on adventure programs. There is also a great deal of material which could certainly be obtained by contacting individual programs.

Methods: A method for retrieval was developed which hopefully covered the field in the search for relevant materials. First, keywords were selected. The following keywords were used at one time or another:

Attitude Change	Group Experience	Outward Bound
Actualization	Challenge	Initiative
Adventure	Camping	Change Agent
Experiential	Esteem	Outdoor Education
Survival	Stress	Self/Concept
Self Esteem	NOLS	Wilderness
Risk		

Obviously some of these keywords had limited use: ie. it would have an excercise in futility to look up Outdoor Ed. in the ERIC Outdoor Ed. Bibliographies. However, all of the listed keywords saw some use, depending on the resource being consulted.

Resources consulted include:

Dissertaion Abstracts
Resources in Education
Current Index to Journals in Education
ERIC/CRESS Bibliography on Outdoor Education and Supplements 1-5.
SUC Cortland Memorial Library Card Catalog
Education Index
Reader's Guide to Periodical Literature
Bibliography of Studies and Research in Camping and Outdoor Education.
Bibliography of Theses and Dissertations on Recreation, Parks, Camping and Outdoor Education.
Research Completed in Outdoor Education.
Completed Research in HPER
The Bibliographies of resources examined

Findings: The vast majority of the literature located has dealt

with Outward Bound. This is only natural, as Outward Bound has been the prototype for most adventure education programs since its inception in Great Britain in 1941. Much of the thrust in terms of research has come from the Colorado Outward Bound School (COBS).

There has been a major attempt in recent years to provide a justification through research of the claims of Outward Bound-type programs regarding enhanced self concept. There have been results indicating both significant change in this area and no significant change. Until recently, according to Dr. Robert Godfrey and also Mary Smith et.al., these studies have been fraught with validity problems which limited the conclusions that could be drawn, as well as the generalization of these conclusions. However, this should be changing as both the internal and external validity of these studies are strengthened. The most recent research located in this retrieval addressed itself to the problem of validity, and developed a strong design in an effort to combat these threats to validity. The study evaluated three separate Outward Bound experiences, and found no consistent results, ie., significant change in self concept with one group, but not in another. (Smith, et. al., 1975).

Another source of literature was found in addresses, speeches, catalogs and reports. These proved valuable in tracking down miscellaneous resources and studies. There have been a few books written, most notably Impelled Into Experience, by James Hogan, which traces the history, development and philosophy of Outward Bound.

Journals and Magazines provided the most abundant source of material. Most magazine articles were run-of-the-mill accounts of experiences in various adventure programs. Some journal articles

were quite helpful, containing reports on research and bibliographies.

In viewing the literature as a whole, areas of need can be identified. First, a valid, reliable and accepted instrument for measuring self concept change in adventure programs must be developed. Secondly this instrument must be applied time and again in order to gain data able to be generalized. In this way only will the value of adventure programs be generally recognized and accepted, thus justifying their presence in the educational processes.

Annotated Bibliography

Journals, Periodicals and Magazines

Arthur, M. "The Survival Experience as Therapy: an Appraisal." Journal of Leisurability 3:3 (1976): 3-10.

Barcus, C. and Bergeson, R. "Survival Training and Mental Health: A Review." Therapeutic Recreation Journal 6:1 (1972): 3-8.

Review of literature relating contribution of outdoor survival training to mental health. Review examines some basic concepts of adventure/survival programs. Reviews a few pertinent studies, most of which used the Tenessee Self-Concept Scale. One study showed positive direction on 13 of 19 scales, after a 26 day experience (Howard). Another study (Adams) showed positive movement, but not significant. Other instruments include Cattel's 16PF test, and the Minnesota Multiphasic Personality Inventory.

Beker, J. "The Influence of School Camping on the Self-Concepts and Social Relationships of Sixth Grade School Children." Journal of Educational Psychology 51:6 (1960): 352-6.

Based on 261 subjects and 96 controls. Self-concept test developed by Beker with 47 item checklist. Test given pre, post and 3 months later. Found significant (.05) positive shift after experience, and even greater shift 3 months later by subjects.

Berube, P. "Survival Camping: A Therapeutic Modality." Journal of Leisurability 2:1 (1975): 14-21.

Clifford, E. and Clifford, M. "Self-Concepts Before and After Survival Training." British Journal of Social and Clinical Psychology 6 (1967): 241-8.

A study of self-concept change as a result of outward bound experience. Results show, after pre/post design with no control, that boys' self concept moved in a positive direction toward the ideal self, and general self-concept moved positively.

Collingwood, T.R. "Survival Camping With Problem Youth." Rehabilitation Record, May/June 1972.

Danenburg, W. and Gaggi, S. "Outward Bound: An Experience in Human Development." Catalyst for Change, 4:1, pp. 15-17.

Gillette, B. "Operation Turn-On." Today's Education, December 1972, pp. 12-14.

Describes program in a High School in Connecticut. Adventure education aimed at potential dropouts, raising self esteem. Supported by New England Program of Teacher Education (NEPTE). Key of program is sensitizing kids to selves and environment, utilizing real world.

Heaps, R. and Thorstenson, C. "Self-Concept Changes Immediately and One Year After Survival Training." Therapeutic Recreation Journal 8:2 (1974): 60-3.

An attempt to evaluate long-term effects of survival training benefits. 21 students in Brigham Young U.'s outdoor survival course given the Tenessee Self-Concept Scale pre, post and

1 year later. Post showed significant improvement in 8 of the scales. 1 year later show long term benefits re: self-concept.

Henry, W. and Driver, B. "Participants' Reasons for Attending the National Outdoor Leadership Schools' 1972 Wilderness Expedition Courses." Journal of Outdoor Education 9:1 (Fall 1974): 6-13.

Jerstad, L. and Stelzer, J. "Adventure Experiences as Treatment for Residential Mental Patients." Therapeutic Recreation Journal 7 (1973): 3.

Report on the use of adventure techniques, ie rock climbing, whitewater rafting, survival/ecology experience for mental patients. Techniques are adapted to non-threatening level, and success is experienced on own level. Adventure deemphasizes struggle and survival, and emphasizes success, accomplishment and enjoyment.

"An Alternative to the Ward: Wilderness Camping." JOPER 46:5 (May 1975): 33-4.

Wilderness camp program for disturbed adolescents, in attempt to build self-concept and promote positive interaction with participants. Tenessee Self-Concept Scale used pre and post. Measurable improvement found regarding self-concept.

Kelly, Francis and Baer, Daniel. "Jesness Inventory and Self Concept Measures for Delinquents Before and After Participation in Outward Bound." Psychological Reports 25:3 (December 1969): 719-724.

Self concept of delinquents is usually poor. This study applied outward bound techniques to delinquents in an attempt to increase positive feelings toward self. Jesness Inventory and Semantic Differential used to measure personality and self concept change in 50 J.D.'s, pre and post. Significant positive self concept change noted.

Kelly, F. and Baer, D. "Physical Challenge as a Treatment for Delinquency." Crime and Delinquency, October 1971, pp. 437-45.

Maynard, A. "Nature as Teacher." Saturday Review, May 17, 1969, p. 76-7.

A description and rationale for Outward Bound and U.S. outward bound-type programs. Cites Schroeder and Lee's findings of adolescents developing positive attitudes and the Homeward Bound reduction of the recidivism rate.

Metcalfe, John. "Risk-Taking for Prospective Teachers." Journal of Outdoor Education 6:3 (Spring 1972): 9-11.

Nold, J. "Outward Bound Approaches to Outdoor Education." Journal of Outdoor Education 9:1 (Fall 1974): 2-5.

"Outward Bound: An Experience in Human Development." Catalyst for Change, February 1974, pp. 15-17.

Payne, J., et al. "Changes in the Self Concepts of School Leavers Who Participated in an Arctic Expedition." British Journal of Educational Psychology 40 (June 1970): 211-16.

Payne, cont'd.
Replication of Clifford and Clifford's study on British boys. Used control of 34, experimental of 35, aged 17-19. Dickey self rating, self description and ideal self scales used. Some self concept change occurred, and discrepancy between percieved and ideal self was reduced.

Schroder, H. and Lee, R. "Effects of Outward Bound Training On Urban Youth." Journal of Special Education 3:2 (Summer 1969): 187-205.
An experimental study with a control, an application of outward bound-type training to inner city disadvantaged youth. 40 boys, 16-18 were used. Found significant change in attitude, ie self as more active, stronger, less alienated, etc.

Smathers, K. and Van Gilder, L. "Experiences for Future Teachers." JOPER 45 (May 1974): 77-8.
Rationale that anything contributing to the enhancement of a teacher's self concept contributes to the teacher's ability to promote good self concepts with students, and should be included in teacher training programs. Cites Hawkes 1969 study at U. Mass. Study at Appalachian State (authors) indicated importance and significance of Outward Bound in the teacher education process.

Stimson, D. and Pederson, D. "Effects of a Survival Training Experience upon Evaluation of Self and Others for Underachieving High School Students." Perceptual and Motor Skills 31 (1970): 377-8.
Underachieving male high school students took part in a three week survival training experience designed to increase self-esteem, evaluation of parents and friends. N=8. Pre/post design, using Semantic Differential. No control used. Found all self concepts increased, but only 3 of 7 were significant.

Thorstenson, C. and Heaps, R. "Outdoor Survival and Its Implications for Rehabilitation." Therapeutic Recreation Journal 7:1 (1973): 31-33.
Use of Tenessee Self-Concept Scale to measure change as a result of outdoor survival experience. Pre/post given. Found positive self concept change to .01 level on all 8 scales. Male and Female subjects, college students.

Venning, P. "Boys in Care Savour the Taste of Adventure." Times Education Supplement, 3 September 1971, p. 8.
Report on a program run by the British National Boy's Club called Venture Week. Run specifically for boys in care, it is an adapted adventure program, aimed at increasing self concept.

Vanderwilt, R. and Klocke, R. "Self Actualization of Females in an Experimental Orientation Program; Experimental Studies Program at Mankato State College, in Conjunction with the Minnesota Outward Bound School." National Association of Women's Deans and Counselors J34 (Spring 1971): 125-9.
Use of Personal Orientation Inventory (POI) to test effects of outward bound experience on self actualizing process. N=20 males and females, pre/post design. Found females achieved significant improvement in self actualizing process, as did group.

Ventura, M. and Dundon, M. "A Challenging Experience in Canoeing and Camping as a Tool in Approaching the Drug Problem." Journal of Drug Education 4:1 (Spring 1974): 123-7.

Application of outward bound approach to troubled youth and drug users, in form of a 7 day wilderness canoe trip. Attempt to ascertain impact on camper self esteem, and levels of task achievement. No significant change in attitude toward self found, but subjective evaluation indicated some value in experience.

Studies, Dissertations and Theses

Adams, W. "Survival Training: Its effects on the Self Concept and Selected Personality Factors of Emotionally Disturbed Adolescents." Ph.D. dissertation, Utah State University, 1969.

Alexander, A. "The Effect of a Residential Camping Experience on the Self-Concept of Boys from Low Income." Ed.D. dissertation, Boston University, 1969.

Use of the Tenessee Self Concept Scale to compare effects of a resident camping experience on the self concepts of low income family boys with those of low income boys who did not attend. Test administered pre, post and 6 weeks after the 6 week camp. Found positive change in both experimental and control groups, but not significant. Camper self concepts declined after return to homes.

Barter, "The Effects of Outward Bound Experience on the Self-Image of Adolescent Boys." study, University of Colorado Medical Center, 1966.

Beker, Jerome. "The Influence of School Camping on the Self Concepts and Social Relationships of Sixth Grade Children." Ph.D. dissertation, Columbia University, 1959.

Bultena, Gordon. "A Symbolic Interactionist Study of Some Teenage Camp Groups." Ph.D. dissertation, University of Minnesota, 1963.

A sociological study of campers during a canoeing trip, evaluating leadership, group self concept, self ranking and percieved rank.

Coons, Ernest M. "A Two Week Resident Camp Offering the Primary Objective of Predetermined Attitude Change for Early Adolescents." Ph.D. dissertation, University of New Mexico, 1973.

Attempt to develop a 12 day experience bringing about desired change in attitude in positive self concept, among others. Use of rating scales to test change in boys and girls 10-13. Found that positive change was effected.

Davidson, Morris. "Changes in Self-Concepts and Sociometric Status of Fifth and Sixth Grade Children as a Result of Two Different School Camp Curricula." Ed.D. dissertation, University of California, Berkeley, 1965.

Two camps run under different philosophies were checked to

determine effects of each on self concept change and social relationships of 5th and 6th graders. One was adult centered with fixed schedules, inflexible programs, minimum staff/ camper interaction. The other was child centered, encouraging individual initiative, group interaction, self government, flexible programs and minimal adult interference. Test was a self concept checklist, given pre, post and 16 weeks later. The different camps produced positive change in different areas, but there was no overlap. The two camps did not vary significantly. Concluded that camps produce positive self concept change.

Davis, R.W. "The Fear Experienced in Rock Climbing and its Influence Upon Future Self-Actualization." Ph.D. dissertation, University of Southern California, 1972.

Purpose was to evaluate the effects of fear, experienced while climbing, on self awareness and actualization. Discusses factors leading to establishment of Outward Bound. Takes a holistic, existential approach. Study was the evaluation of a mailed questionnaire to O.B. graduates. Found that adventure activities can influence increased self awareness and actualization, danger presence attracts individuals, conquering of fear is most important to risk-taker, and they provide an impetus for self-reflection and growth.

Gillette, J.H. "A Study of Attitude Changes as a Result of Outward Bound Mountain Ski School, C-60." Ed.D. dissertation, University of Northern Colorado, 1971.

Measured attitude change of personal values, social and political issues, and physical stress at Outward Bound. Pre and post used, with a 60 statement instrument. 15% of the attitudinal variables changed, significant at the .1 level. Change in attitude was not supported in this study.

Godfrey, Robert. "Outward Bound; A Model for Educational Change and Development." Ed.D. dissertation, University of Northern Colorado, 1972.

Questionnaire to evaluate effects of cooperative venture between Outward Bound and Colorado Springs School District. Project involved a series of O.B. experiences for administrators, teachers and students, for 2-10 days. Found that educators experience significant personal growth and improve interpersonal relations; O.B. is effective change agent in school organization, and influences teachers in their work with students, etc., and that O.B. has a lasting influence.

Hartung, J.V. "An Evaluation of an Experiential Stress-Challenge Environmental Education College Course." Ph.D. dissertation, Southern Illinois University, 1973.

A J-term "Winterim" course was developed at SIU, combining Outward Bound with environmental education. Students kept journals, and were evaluated by environmental comprehension tests, and the Personal Orientation Inventory. Statistics show a significant increase in environmental comprehension, and on the POI, only inner support increased significantly.

Hendy, Christopher. "Outward Bound and Personality: 16PF Profiles of Instructors and Ipsative Changes in Male and Female Students 16-19 years of Age." Ph. D. dissertation, University of Oregon, 1975.

Because effectiveness of O.B. is due in part to effectiveness of instructor, study was made to evaluate instructor. Identification of personality profiles of instructor was done and determination of personality change in participants was made. 16PF was used, pre, post and 6months later. Found instructors to be reserved, bright, dominant, tender-minded, imaginative, forthright and experimenting, with tough poise. O.B. students experienced significantly more change than controls, and change endured for 6 months. Concluded that O.B. has significant influence on personality.

Henry, W.R. "Reasons for Participating in the 1972 National Outdoor Leadership School Wilderness Expeditions." Master's thesis, University of Michigan, 1973.

Heppel, R.E. "Determining Change of College Students in Select Areas as a Result of School Camping." Ph.D. dissertation, Wayne State University, 1964.

Categories of change found were attitudes toward children, learning, role of teacher; self concept, and roles with children. Data obtained through questionnaires, logs, and an attitude scale of teaching values. The study deals mainly with student teachers, and developing more positive attitudes toward self, kids, teaching and the outdoors.

Hoag, S.D. "Personal and Interpersonal Effects of Outdoor Survival." study, Brigham Young University, 1970.

Howard, G., Heaps, R., and Thorstenson, C. "Self Concept Changes Following Outdoor Survival Training." mimeographed study, Brigham Young University, 1972.

Howard, G. "The Effects of Outdoor Survival Training on Self-Concept." field project, Brigham Young University, 1970.

Johnson, D. "Evaluation of Two Adventure Programs." Unpublished Master's thesis, University of Alberta, 1972.

Katz R. "A Solo-Survival Experience as Education for Personal Growth." study, Brandeis University, 1969.

Lee, R., and Schroder, H. "Effects of Outward Bound Training on Urban Youth." study, Princeton University, 1967.

40 urban inner city high school youth were selected (with control) to determine effects of O.B. experience on youth. Study found that O.B. group felt themselves to be more active, stronger, more positive and less alienated than control; O.B. students viewed others as individuals, teachers and peers as more positive and helpful; O.B. students were more positive and mature toward reaching goals.

Lovett, R. "Outward Bound: A Means of Implementing Guidance Objectives." Master's thesis, University of Toledo, 1971.
This study surveyed through questionnaire a group of O.B. participants and compared the results with non-participants. Found O.B. group to be "more positively aware of self, more confident in decision making, and more confident in interactions with others."

Marks, R. "A Comparison of the Effectiveness of Group Camping Experiences on Change of Self-Concept for Campers with Professional and Non-Professional Group Leaders." Ed.D, dissertation, West Virginia University, 1971.
Study consists of measuring change in self concept as a result of a camping experience designed to enhance self understanding. Data gathered through index and questionnaire. Pre, post, and post-post used. Found significant self concept change as a result, and groups under both professional and non-professional leaders were effective.

Nye, R. "The Influence of an Outward Bound Program on the Self Concept of the Participants." Ed.D. dissertation, Temple University, 1976.
Tenessee Self Concept Scale Used to evaluate pre, post and 3 months later. Indicated significant increase in self concept which lasted over a three month period, after O.B. experience.

Ratliff, L. "An Evaluation of an Experiential Learning Program at East High School, Denver, Colorado." study, University of Colorado, 1972.

Rhoades, J. "The Problem of Individual Change in Outward Bound: an Application of Change and Transfer Theory." Ed.D. dissertation, University of Massachusetts, 1972.
Consideration and application of Lewin and Schein's 3-step model for change with Outward Bound experience, in attempt to insure that change as a result of O.B. would be permanent. Recommendations were made to insure refreezing of changes (3rd step) occuring in O.B..

Robbins, Seymour. "Outdoor Wilderness Survival and its Psychological and Sociological Effects Upon Students in Changing Human Behavior." Ed.D dissertation, Brigham Young University, 1976.
Evaluates effects of outdoor survival program on self concept, personality change and readjustment to society following 28 day wilderness experience. Found 35% of experimental group had trouble readjusting after experience, and that outdoor survival experiences do not necessarily provide positive experience.

Schulze, J. "Evaluation of the Effects of Outward Bound Training Upon Dartmouth College Students, and New Hampshire Secondary School Students." study, University of Massachusetts, 1970.
Survey by questionnaire of high school and college students who participated in O.B.. Found many positive areas, including a sense of achievement and personal worth.

Sise, B. "A Study of the Effect of an Eight Week Camping Experience on the Self Concept of Girls 12-14." study, University of North Carolina, 1967.

Smith, M., et al. "Evaluation of the Effects of Outward Bound." study, University of Colorado Bureau of Educational Field Services, 1975.

Report of the actual research done on O.B. using the instrument developed and reported in Smith et. al.'s 1973 study. Evaluation was accomplished quantitatively through empirical means, and narratively. Time series design used, and found positive increase in self-assertion and self esteem, with little change in acceptance of others and no change in self awareness.

Smith, M., et al. "Final Report: Project to Design an Evaluation of Outward Bound." Report of study, University of Colorado Bureau of Educational Field Services, 1973.

This report demonstrates the need for an unequivocal evaluation of the effects of O.B., to measure the actual effects of affective claims. It points out validity discrepancies in previous studies, and proposes 3 designs for O.B. evaluation. The Outward Bound Inventory was developed to measure self esteem, self awareness, self assertion, and acceptance of others.

Smith, M. "An Investigation of the Effects of an Outward Bound Experience on Selected Personality Factors and Behavior of High School Juniors." Ph.D. dissertation, University of Oregon, 1971.

Study over two year span, measuring effect of 3 week O.B. experience on student self confidence, perserverance and ability to get along with others. Use of control. O.B. students improved in attendance, positive feelings about self. No significant long lasting differences found on performance on 16PF tests. No significant difference on teacher ratings of ability to get along with others, self confidence or perserverance.

Stuckey, J. "Changes in Self Descriptions of Teachers as a Result of Outward Bound Experience." Ph.D. dissertation, American University, 1974.

Evaluate the extent to which age, sex, O.B. school attended contributed to different changes in self descriptions among teachers attending O.B. Also used Gough Adjective Check List to determine change in 8 personality characteristics. Found difference in interaction effect, but no significant difference in personality characteristics. Only abnormal change considered, no control used, and study was correlational, not experimental.

Torrey, D. "The Effect of a Preservice Project Bold (O.B.) Program on Identified Behavior Objectives of Educators of the U.S. Dependents' Schools, European Area." Ed.D. dissertation, University of Southern California, 1975.

Attempt to evaluate O.B. program for educators in terms of affective, cognitive and psychomotor. Pre/post, using Smith's Outward Bound Inventory. No control, not experimental. Found cognitive increase in orienteering and first aid knowledge, no affective change except for a small change in self assertion. Psychomotor change evident in many areas.

Books

Fletcher, Basil. The Challenge of Outward Bound. London: Heineman, 1971.

Hardcastle, Martin. Report on Outward Bound. London: Outward Bound Trust, 1969.

A more recent account of Outward Bound schools and programs. It includes research reports.

Harmon, Paul. The Measurement of Affective Education. San Francisco: Harmon Associates, 1974.

A basic consideration of factors involved in formulating affective objectives, evaluation and measurement as they relate to O.B. courses. Describes processes of development. Good background reading, for it provides a basic understanding of affective measurement.

Millward, Robert. Attitude Development Through Outdoor Education. University Park: Penn State, 1972.

Nold, Joseph. Wilderness Adventure Training as an Alternative to Incarceration. Denver: Outward Bound, undated.

Outward Bound. Outward Bound in Corrections. Denver: Outward Bound, undated.

Willman, H. and Chun, Ron. Homeward Bound: An Alternative to the Institutionalization of Adjudicated Juvenile Offenders. Denver: Outward Bound, undated.

ERIC Studies

Collingwood, T.R. 'Survival Camping: A Therapeutic Mode for Rehabilitating Problem Youth. Arlington, Va.: ERIC Document Reproduction Service, ED 060 594, 1971.

Fletcher, B. Students of Outward Bound Schools in Great Britain- A Followup Study. Arlington, Va.: ERIC Document Reproduction Service, ED 050 325, 1970.

Research undertaken to evaluate O.B. in Britain, to determine effects and direction. Analyzes previous research which consisted of a survey and an investigation into effects of O.B. on personalities, using 16PF questionnaire (Cattel). Conducted own study with the 16PF, pre/post, with control. Found that O.B. girls were more stable, dependable, critical, lively, independent, less sensitive or conventional than control after O.B. Fletcher also pointed out certain problems such as lack of control. Recommendations for future research made.

Kelly, F. and Baer, D. Outward Bound Schools as an Alternative to Institutionalization for Adolescent Delinquent Boys. Arlington, Va.: ERIC Document Reproduction Service, ED 032 152, 1968.

The purpose was to examine effectiveness of O.B. as a juvenile alternative. Tested by forming experimental and control groups

of j.d.'s, and comparing recidivism rates after the O.B. treatment. Found 20% rate for O.B. group and 37% for control. Concluded that O.B. could function as alternative, promoting positive change.

Kimball, R. and Ratliff, S. Readings in Experiential Education: A Compendium of Model Programs. Arlington, Va.: ERIC Document Reproduction Service, ED 099 281, 1974.

A description of 10 experiential ed. programs in the U.S., utilizing as a goal the improvement of self image through a series of challenging, exciting, adventure activities. Each program has a differing area of emphasis, yet all have the adventure theme.

Koepke, S.M. The Effects of Outward Bound Participation Upon Anxiety and Self-Concept. Arlington, Va.: ERIC Document Reproduction Service, ED 099 162, 1974.

Report of a study to determine effects of O.B. experience on anxiety levels and self concept of 33 males and 11 females, 16-38 years. Gough Adjective Checklist used to determine real and ideal self concept, given pre and post. Results showed significant positive real self concept change, and reduction of discrepancy between real and ideal self concept as a result.

Foster, H. An Analysis of Outward Bound Experiences and Its Relationship to Teacher Education. Arlington, Va.: ERIC Document Reproduction Service, ED 061 160, 1971.

Evaluation of a SUNY Buffalo Program utilizing O.B. as a teacher training experience for inner city teachers. Evaluation done by questionnaires, and Thurston Temperament Schedule. Results showed positive nature of experience in terms of personality change and better faculty/student relationships. Recommendation, that O.B. be a part of teacher training program.

Nold, J. Outward Bound Approaches to Alternate Schooling, A Preliminary Paper. Arlington, Va.: ERIC Document Reproduction Service, ED 087 658, 1973.

Description of 5 areas where O.B. can provide needed service in the schools: motivational programs, human relations programs, Phys. Ed. programs, curriculum enrichment, and faculty development. "O.B.-type experiences provide an opportunity for developing greater confidence, a greater sense of potentiality and self-worth, a greater sense of control over their own lives.

Outward Bound. Outward Bound, Into the Mainstream of Education. Arlington, Va.: ERIC Document Reproduction Service, ED 031 339, 1968.

Savoy, Gordon. Voyageurs '72, An Adventure Program for Eigth Grade Pupils. Arlington, Va.: ERIC Document Reproduction Service, ED 085 150, 1972.

Subjective evaluation, mainly self-evaluation by individual participants and groups, provided main source of success/failure determination. Many testimonials and quotations used. Concluded program was a success.

Starnes, T. Evaluation of Operation Upstream. Arlington, Va.: ERIC Document Reproduction Service, ED 055 790, 1968.

Evaluation of adventure program based out of Atlanta, aimed at character development and education. Similar to O.B. in content. California test of personality was used, pre/post with no control. Results showed significant improvement in 8 areas of personality characteristics.

Miscellaneous reports, papers, catalogs, etc.

Borstleman, L.J. "Psychological Readiness for Change Associated with the Outward Bound Program." study, North Carolina Outward Bound School, Morgantown, N.C., 1969.

Fersch, E. and Smith, M. "Project Adventure-Year II." report, Project Adventure, Hamilton, Mass., 1973.

An evaluation of the second year of Project Adventure, including a study using Tennessee Self Concept Scale. Results showed that students, especially girls, showed significant increases in positive self concept. No control used, pre/post test.

Fersch, E. and Smith, M. "Project Adventure-Year I, Final Quantitative Evaluation for 1971-2." report, Project Adventure, Hamilton, Mass., 1972.

First year Project Adventure evaluation, using tests, questionnaires, interviews, etc.. Tennessee Self Concept Scale showed girls had significant improvement in 5 areas, and boys in one.

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